

# THE GOVERNOR'S ACADEMY

CURRICULUM AND INFORMATION GUIDE 2006–2007





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## ACADEMIC REQUIREMENTS FOR DIPLOMA

### I. CREDITS

- A. Successful completion of 16 credits including required courses.
- B. Two-semester majors = 1.0 credit; minors = .25 credit & one-semester majors = 0.5 credit.
- C. Transfer credits require approval of the Academic Dean.
- D. Repeated courses do not earn a new diploma credit but do count in the credit load for the semester or year.

### II. DISTRIBUTION REQUIREMENTS\*

- A. English—courses 11–12, 21–22, 31–32, 33–34 or AS 31–32, and one in each semester from the 40's series or 51–52.
- B. Mathematics—courses 11–12, 21–22, and 31–32 or 35–36.
- C. Social Studies—U.S. History and a two-semester course prior to U.S. History.
- D. Foreign Languages—Courses in 11–12, 21–22 and a third year in any one language. ESL students are not required to complete the foreign language requirement with permission of the Academic Dean.
- E. Science—3 years of science, two of which must be year-long courses, including at least one biological and one physical science; also SC10 Life Skills, if entering 9th or 10th grade.
- F. Fine Arts—Introduction to the Fine Arts in 9th grade; thereafter, one course in art, ceramics, music, photography, drama/theatre or computer art.

### III. MINIMAL CREDIT LOAD PER YEAR\*

- A. 9th grade—5.5 credits.
- B. 10th grade—5.25 credits.
- C. 11th grade—5.0 credits.
- D. 12th grade—5.0 credits.

### IV. OTHER REQUIREMENTS AND CONSTRAINTS\*

- A. The Humanities Program requirement, the Community Service requirement, and the Afternoon Program requirement are part of the requirements for diploma.

Students are required to attend one on-campus, one off-campus humanities performance, and one museum trip each year that they attend the Academy.

Students must complete a minimum of fifty hours of community service. Students may do community service as an afternoon program commitment or they may create a community service project and perform the service over vacations. In the latter case students must provide adequate documentation of their work. Students may also earn community service credit by volunteering to help with the Special Olympics tournament, hosted by The Governor's Academy, in both their junior and senior years.

Students are required to participate in some offering of the afternoon program for every season during which they attend the Academy.

- B. Programs for grades 10, 11 and 12 must include at least four major courses in each semester. The 9th-grade program is fixed at five major courses and one minor course.

- C. Seniors must pass all two-semester courses regardless of total credits accumulated prior to the 12th grade, and may not fail a course in the second semester.

- D. In two-semester courses, a failure in the first semester can be made up by second semester achievement judged sufficient by the teacher to pass the year.

- E. Students may not drop-without-penalty, change or add courses after the semester drop-add deadline.

- F. Two-semester courses may not be discontinued at midyear, and no two-semester course may be changed beyond the 1st semester drop-add deadline. Requests for exceptions to this policy must be made in writing to the department head and Academic Dean. In all cases, the Academy reserves the right to determine appropriate placement.

- G. Any student not meeting minimal academic achievement standards as outlined in the student rule book is subject to Academic Probation. Failure to meet the terms of Academic Probation or the terms of summer make-up work will render the student liable to dismissal from the Academy.



## COURSE OFFERINGS AND EXPLANATORY NOTES

The pages that follow contain designations and descriptions of all courses being offered in the Academy's curriculum for the coming school year. This listing includes changes in the curriculum as detailed in the school catalogue published last summer. It is possible that a course listed herein will not actually take place if enrollment is deemed insufficient, or will change semesters if enrollments so dictate. Courses are listed by department, together with notes on special situations within each department's program and on any non-credit offerings. A special section at the end details restrictions that apply to students considering participation in the Senior Spring Projects Program.

**COURSE DESIGNATIONS** consist of a course number and a descriptive title, such as MA21–22: Geometry. An odd number is generally offered only in the FALL semester, even numbers in the SPRING semester. A course with a single number, such as HS45: Russian History, is a complete course in one semester. A two-number course, such as SC21–22: Biology, is a year-long course requiring enrollment in both semesters. All courses listed in these pages are MAJOR courses (two semester = 1.0 credit; one semester = 0.5 credit) unless designated as MINOR courses (0.25 credit per semester).

**SPECIAL SECTIONING** The Governor's Academy curriculum does not utilize "ability grouping" or "tracking by ability" as traditionally understood, especially in its younger classes. There are ways in which differences of background or ability are addressed, and there are special sections in each field of study to present more challenging opportunities for the student with outstanding strengths and high motivation.

**ACCELERATED SECTIONS** exist in the foreign language program. Similar to honors sections elsewhere, these special sections indicate greater challenge and competition compared to regular sections. Accelerated designation must be earned by selection.

**HONORS SECTIONS** in upper-level mathematics and science signify more demanding sections of these courses. The "honors" designation in mathematics and science must be earned by selection. Honors sections of introductory biology indicate a full year of chemistry has already been studied, thus the course assumes more than do the regular sections.

**ADVANCED PLACEMENT POLICY** The Advanced Placement Program of the College Board, designed to offer greater challenges through rigorous course work to able and ambitious students, encompasses the most demanding coursework that we offer. Such courses include an additional 90–180 class minutes/week. Students have additional work over vacation periods, including the summer. All students who take advanced placement courses must sit for the AP exam in May.

Each academic discipline offers at least one Advanced Placement course, for which there might be multiple sections. Students are selected for Advanced Placement courses based on past achievement, evidence of commitment to learning, tested ability, and departmental recommendations. While a student might desire to take an Advanced Placement course, The Governor's Academy reserves the right to select students for our Advanced Placement courses. The Academy also reserves the right to remove a student from an AP course at the semester break if the quality of

that student's work and work ethic does not meet the challenging caliber of these intensive and extensive courses.

It is our goal to place students in classes at all levels for which they are appropriately prepared and at which they are sufficiently challenged.

**COLLEGE ENTRANCE REQUIREMENTS** Because our students plan to attend college, entrance requirements for college must be kept in mind when selecting courses. In many instances, especially at the highly selective colleges to which many of our students aspire, these requirements may exceed the Academy's minimum requirements for graduation. A college's website is a good source of information in addition to the departmental notes throughout this guide.

In general, the more selective colleges and universities are looking for breadth and depth in the academic preparation of their applicants. Hence, it is important for the student with high aspirations to continue the study of mathematics and foreign language beyond the minimum, to take the extra history course, to be sure to include a lab science in the junior and senior years and, when possible, to qualify for inclusion in accelerated, honors, or AP sections.

With the advent of the New SAT Reasoning Test in March 2005 that includes a Writing section, colleges are in the midst of finalizing their admission requirements regarding the SAT Subject Tests. The individual requirements for each college can be found in the Admission section of each college's website. Suffice it to say, that the most competitive colleges will require two or three different SAT Subject Tests. Because many colleges require candidates to take the SAT Subject Tests—in addition to the SAT Reasoning Test—by December of the senior year, courses should be chosen with this mind. Our students normally take the SAT Subject Tests two times, in June of the junior year and in the fall of the senior year. Some sophomores enrolled in accelerated courses are advised by their teachers to take one or two SAT Subject Tests upon completion of the appropriate courses.

**CHOOSING A PROGRAM OF STUDY** Decisions concerning the selection of courses—made in consultation with the student's advisor—must account for the factors mentioned above. Choices made at the end of the ninth and tenth grades have a very important impact in the two crucial years—junior and senior—in the college admission process.

## ENGLISH DEPARTMENT

Decisions concerning the selection of courses—made in consultation with the student’s advisor—must account for the factors mentioned above. Choices made at the end of the ninth and tenth grades have a very important impact in the two crucial years—junior and senior—in the college admission process.

### EN 11–12: Freshman English

(two semesters) Freshman English: This course is designed to help students develop sound, individual writing styles and gain confidence in evaluating literature, exposing students to themes involving adolescence, the journey, fidelity and individuality. Though other novels, poems, short stories may be covered, all freshmen will read *Oedipus Rex*, *A Separate Peace*, and *Brave New World* in the first semester; *Romeo and Juliet* and *Monkeys* in the second. Each student will also read two outside-reading novels, one per semester, chosen from a list compiled and designed by freshman English teachers.

Students will study vocabulary weekly, a practice which will continue through a student’s four years at The Governor’s Academy. They will also study grammar proscriptively (through their writing) and from a workbook designed by The Academy’s English Department faculty members. While much of the writing will be literature-based essays (working toward a mastery of the five paragraph form), creative writing (narration, poetry, and personal essays) will also be covered.

### EN 21–22: Sophomore English

(two semesters) The Sophomore English curriculum encompasses the exploration and development of personal voice through both the study of characters’ voices in literature as well as a broad range of writing assignments. Readings will include Shakespeare’s *Othello*, poetry, short fiction, and Fitzgerald’s *The Great Gatsby*. In addition, throughout the year, students will complete a grammar and vocabulary program.

### EN 31–32: Junior English

(two semesters) The junior curriculum reviews the fundamental grammar and composition study of the sophomore year, but moves beyond it to a more sophisticated consideration of form and style. Junior students will read carefully, write honestly, and discuss courteously the question: How does a person grow up in America? We will consider the problems of achieving an effective and authentic identity in the stress of a culture which values Emersonian “self-reliance” but which also locates individuals as members of various group/cultures. Texts include but are not limited to *Their Eyes Were Watching God*, *An American Childhood*, “On the Duty of Civil Disobedience,” *Bartleby the Scrivener*, “The Yellow Wallpaper,” “Fat Girl,” and *The Glass Menagerie*. Two times during the year students will also take vocabulary competency examinations.

### EN 33–34: AP Junior English

(Advanced Placement; two semesters) This extensive and intensive course in literature and writing will provide an academic challenge for highly motivated students of English. While students will study numerous texts from a variety of periods, much of the literature will focus on the non-fiction and fiction of American Literature. In addition students will write in a variety of forms—persuasive, expository, and narrative. This course will require supplementary work over the summer and during vacations. Students must maintain a B+ or higher average for sophomore English and receive the recommendation of their teacher. Selection will be made by the English department. Students must sit for the AP Language and Composition exam in May.

### AS 31–32: American Studies

(two semesters, 2 CREDITS) What do American literature and history have in common? Both offer a narrative of human lives. This course offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: 2 semesters of history; applicants must submit a 1-page typed letter explaining their desire to enroll in this course.)

### EN 40: Senior English

To fulfill the English requirement each senior will take a common course in the fall semester and then select one SPRING-semester course from those listed as the 40’s series on the pages that are produced separately in the month of May. Descriptions of the fall common course and samples of past electives are printed below:

#### FALL Semester

By reading “paired texts,” students will explore the depth, breadth, and variety of human experience that literature provides its readers. The core texts for this course will be William Shakespeare’s *Hamlet* and Mary Shelley’s *Frankenstein*. Each piece will be paired with another text of the teacher’s choosing. All seniors, except those enrolled in the AP Senior English course, will take this course.

#### SPRING Semester (samples)

##### “It’s Greek to me...”

It is never too late to learn a subject that has somehow eluded one over the course of a person’s education. This class will explore the world of Greek mythology by focusing on the stories that the ancient Greeks told one another for their entertainment and reflection. For their final projects, students will write short stories that employ an allusion(s) to a Greek myth as the central metaphor of their tales. The course will use a translation of Ovid’s *Metamorphoses* and Edith Hamilton’s *Mythology* as its source texts.

##### The Writings of Andre Dubus

Many writers are able to infuse into their writing a strong sense of place that adds a layer of richness to the events and ideas they depict. Andre Dubus—one of America’s premier short story and personal essay writers until his death in 1999—lived in Haverhill, and used the sites and culture of Northeastern Massachusetts as the background for much of his work. In this class, we’ll read and discuss several collections of his work that include novellas, short stories, and personal essays. We’ll also watch two recent movies that were based on his writings—“*In the Bedroom*” and *We Don’t Live Here Anymore*—and compare the filmmakers’ interpretations of the stories to our own. The class will go on a field trip to visit some of the locations described in Dubus’ writings, and together we will work toward gaining our own sense of the place in which we live while we enjoy and appreciate the language of a Massachusetts master.

### EN 51–52: AP Senior English

(Advanced Placement; two semesters) This course is designed as a first year college level English course. Students will study extensively and intensively a variety of works from both the American and English literary traditions and from various time periods from the sixteenth century to the twentieth century. By confronting challenging reading and writing assignments, students will learn to become skilled, mature, critical readers and to become practiced, logical, succinct writers. Students



must maintain a B+ average in Junior English in order to be eligible to take this course. It will meet for an additional class period each week and there will be additional reading during the summer and other vacations. Students must sit for the AP Literature and Composition exam in May. In addition students will take vocabulary competency exams three times during the year.

### **ES13–14: Advanced ESL**

This course is an intensive English as a Second language course taught at the advanced level, with reading, writing, listening and speaking skills emphasized. In addition, the students are required to communicate with people outside the community two hours per week.

### **ES11–12: Intermediate ESL**

This course has exactly the same description except it is not taught at the advanced level—it is taught at the intermediate level.

## **MATHEMATICS DEPARTMENT**

The core program includes Algebra I, Geometry and Algebra II as required courses. The focus is on the symbolic language of algebra, geometric objects, sound arguments, and first exposures to functions, graphing, problem solving, and mathematical modeling. What lies beyond necessitates skill with computation, feeling for sensible estimates, much practice with algebraic manipulations, and experience applying appropriate concepts and strategies, and appropriate use of technology in given situations.

### **MA 11–12: Algebra I**

(two semesters\*) This is a logical development of a first course in algebra—the foundation—emphasizing basic concepts, understanding, and fundamental skills. The course content includes the real number system, algebraic symbolism and its application (translating from English to mathematical language), applied problem-solving, graphs, exponents, radicals, linear and quadratic relations, factoring, rational expressions, equations and inequalities.

\* A special section of MA 11 may (depending on enrollment) be offered in the spring semester for those requiring a fresh start in Algebra I. In addition, a special section of Honors Algebra I (MA 16) may also (depending on enrollment) be offered in the spring semester for those students who have demonstrated high achievement and effort in MA 11.

### **MA 21–22: Geometry**

(two semesters) In this course the students are introduced to Euclidean Geometry. The challenge of being able to solve problems using the components of deductive structure and employing traditional, coordinate, and transformational approaches makes the course both fun and rigorous. Additionally, the course strives to integrate algebra and geometry, as these disciplines are made richer by building on each other.

\*In addition, a special section of Honors Geometry (MA 26) may (depending on enrollment) be offered in the spring semester for those students who have demonstrated high achievement and effort in MA 21.

### **MA 31–32: Algebra II with Trigonometry**

(two semesters) This is an intermediate course which redevelops the concepts of the first course and extends them to a more mature understanding of inequalities; polynomial functions; graphing techniques; conic sections; rational, real, and complex number systems; and introductions to exponential, logarithmic, and trigonometric functions. Algebra I and Geometry are thus blended together in the analytic geometry of Rene Descartes. Students will also apply these concepts and skills to the solution of real world applied problems. (Students are ready for the Math Level I SAT II Test after MA32.)

### **MA 35–36: Honors Algebra II**

(two semesters) This honors course offers deeper coverage of the topics considered in MA 31–32 and introduces sequences, series, and probability. Students are likely to continue to MA 47–48 and MA 57–58; some will move to MA 45–46 and MA 55–56. Students are ready for the Math Level I SAT II Test after MA36.)

### **MA 41–42: Statistics**

(two semesters) Through the study of elementary combinatorics, probability, and descriptive statistics students will learn to deal with the plethora of data that confronts us daily. What part does chance play in our lives? What inferences can be drawn from masses of statistics? How valid are they? What do we mean when we say an occurrence is unexpected? What can be predicted? One outcome should be the recognition of the misuse of statistics by those advertisers, politicians, and the like who bombard us with “evidence” for taking their positions. (11th and 12th graders only; can be taken concurrently with another mathematics course with department approval.)

The two Precalculus courses—MA 45–46 and MA 47–48—continue the traditional sequence from arithmetic through algebra and analysis to the calculus, either in high school or college. Precalculus reviews and extends both algebraic skills with applications and the concept of a function and its applications. Students in these courses are ready for Math Level I SAT II Test if taken in December, and Math Level II SAT II Test at the June session.

### **MA 45–46: Precalculus**

(two semesters) (The traditional sequence may include an extension of material from the first three courses: algebraic structure and proof, the elementary functions, conic sections, sequences, the binomial theorem and mathematical induction, and elementary probability.) Some introduction to the ideas related to the calculus is also included. This first course beyond the academy’s requirement is strongly encouraged as the goal of all students. It has fast become a necessary part of a fuller education, useful to those wishing to maximize their options for college majors and employment opportunities as well as those aspiring toward the sciences or mathematics.

### **MA 47–48: Honors Precalculus**

(two semesters) This honors course offers deeper coverage of the material than the MA 45–46 Precalculus course. The elementary functions are completely explored with the assistance of a graphing calculator. Other areas such as limits, mathematical induction, polar coordinates, and vectors will be included in the course. In the last quarter of the course, students will start AP Calculus. (AP Calculus is the usual sequel.)

**MA 51–52: AP Statistics**

(Advanced Placement; two semesters) The goal of the course is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusion from data. Students will be exposed to four main conceptual ideas: Exploring Data, Planning a Study, Anticipating Patterns, and Statistical Inference. (MA 45–46 is a prerequisite; Advanced Placement Exam administered in mid-May is required; can be taken concurrently with another mathematics course with department approval.)

**MA 55–56: AB-Calculus**

(Advanced Placement; two semesters) This introduction to The Calculus includes analytic geometry, introductory limit theory and continuity, differential and integral calculus of the elementary functions, geometric motivation and formalism, and applications to graphing and to economics, physical sciences, and life-sciences. (MA 47–48 is the usual prerequisite; Advanced Placement Exam administered in mid-May is required.)

**MA 57–58: BC-Calculus**

(Advanced Placement; two semesters) In addition to the material covered in AB-Calculus not already covered in MA 48, topics include limit theory, continuity and convergence, power and Taylor series, elementary differential equations, methods of integration, approximation techniques, polars, vectors, and parametrics. (MA 47–48 or MA 55–56 is a prerequisite; Advanced Placement Exam administered in mid-May is required.)

**MA 61–62: Advanced Topics in Mathematics**

(two semesters; MINOR course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from discrete mathematics and non-linear dynamical systems, perhaps to include some topics from the calculus and problem solving. In this way the student's background will be broadened.

**MA 63–64: Advanced Topics in Mathematics**

(two semesters; MAJOR course) This course is for students who have completed BC-Calculus as juniors. Study will include topics from linear algebra and matrices and from number theory, perhaps to include some topics from the calculus and problem solving. In this way the student will develop a broader background and will be better prepared to read mathematics in college. A project is likely to be involved.

**NOTES**

1. The department strongly encourages all students to enroll in mathematics courses every semester. Students who wish to keep open as many college major options as possible or who are aiming for engineering or business will need to study mathematics in all four years.
2. Placement in courses will be determined by the department's recommendation. Exceptions require written permission of the chairman and the current teacher.
3. Students who have completed precalculus (MA45–46 or 47–48) are advised to take the Math Level II SAT II Test. Those who are only half-way through precalculus or at the end of Algebra II or Statistics are advised to take the Math Level I SAT II Test. Those who have not completed Algebra II are not fully prepared for either test.
4. Very strong students of Algebra I who have more than an abiding interest in mathematics/science may take Geometry and Honors Algebra II concurrently in the tenth grade with the approval of the Advisor, the Department Chair, and the Academic Dean. It is not permitted to double up with Geometry and regular Algebra II trying to accelerate a full year in the mathematics program.
5. Students enrolled in any of the following upper-level courses may not discontinue these year long commitments at semester break in January: MA 41–42 MA 45–46, MA 47–48, MA 51–52, MA 55–56, MA 57–58, MA 61–62, and MA 63–64.

6. Students will be required to have a graphing calculator throughout the mathematics program. (They will be required to use an advanced scientific graphing calculator made by Texas Instruments—the TI 83+.) Computer software packages in spread sheets, graphing programs, and statistics programs will also be woven into the program's curriculum.

**HISTORY and SOCIAL STUDIES DEPARTMENT****HS 11–12: Heritage and Identity**

(two semesters) This introductory course teaches basic skills and examines how historical heritage and personal decision-making shape values and identity. One semester will focus on civics and will study the Constitution of the United States and the rights and responsibility of American citizenship. Other political models will be examined as well. A core textbook, novels, movies and current events will provide context for exploring these themes. The other semester will be spent using the Facing History and Ourselves curriculum where students will evaluate historical events such as the Holocaust through the lense of their own values and personal decision-making processes. Through this course, students will also be exposed to non-Western cultures and an introduction to world and local geography. (Normally in 9th grade)

**HS 21–22: Modern European History**

(two semesters) The first quarter examines the significance of the impact of revolutionary ideas in western Europe, from the Renaissance and Reformation through the Enlightenment and from the Scientific Revolution to the Industrial Revolution, including the advent of Marxism. Two political revolutions that result are studied in the second quarter: the French Revolution and the Russian Revolution of 1917. The march of nationalism to imperialism and The Great War is the focus of the third quarter while modern totalitarianism, in the form of Nazism and Stalinism, is studied in the last quarter. (Normally in 10th grade.)

**HS 23–24: AP Modern European History**

(Advanced Placement; two semesters) This section will undertake a more intensive study of Modern European History that will start with the Renaissance and proceed through the Cold War. Essay writing, documentary analysis and document based essay writing will supplement a very detailed objective survey of the material. Students are required to take the AP exam in May.

**HS 31–32: United States History**

(two semesters) This chronological survey focuses upon significant governmental, social, and economic issues and developments in the nation's history. Students work from primary and secondary sources, write frequent position papers and analytical essays, and research and write a 10–15 page thesis. (Prerequisite: two semesters of history; 11th or 12th grades.)

**HS 33–34: AP United States History**

(Advanced Placement; two semesters) This section will undertake a more intensive study of American history. The syllabus will emphasize work with documents and analytical work in political, economic, constitutional and social history of the United States. Students are required to take the AP exam in May and to write a major research paper. (Departmental approval is required; 11th or 12th grades.)



**AS 31–32: American Studies**

(two semesters, 2 CREDITS) What do American literature and history have in common? Both offer a narrative of human lives. This offers a unique opportunity to examine American social, political, cultural, and artistic movements through the perspectives of history and literature. Working within a chronological framework, we will examine American society from European contact through the present. We will focus our analysis on events, movements, groups, and individuals who have shaped and continue to influence American culture. A 10-page research paper is required. This course meets for a double period, and fulfills credits for junior English & United States History. (Prerequisite: 2 semesters of history; applicants must submit a 1-page typed letter explaining their desire to enroll in this course.)

All remaining History Department courses have a prerequisite of U.S. History, and are generally limited to one section:

**HS 37: Post-War America**

(FALL; half-credit) “From Yalta to Megatrends”—This course will cover the dramatic emergence of the United States following the Second World War, through the impending Cold War, Vietnam, and Watergate. We will also consider America in the ‘80’s under President Reagan and conclude by speculating about the future. A focus of the course will be comparing the 50s to the 60s and discussing which decade best fulfills the ideals that America professes. (Normally in 12th grade.)

**HS 39: Women’s Issues in American History**

(FALL; half-credit) This course will chart the struggle for women’s equality beginning with the colonial period and ending with an examination of the status of women in America today. Topics to be examined include the campaign for women’s suffrage, the advancement of women’s educational opportunities, the role of women in reform movements, and the modern feminist movement. (Normally in 12th grade.)

**HS 44: African History**

(SPRING; half-credit) This course will focus on sub-Saharan Africa, examining traditional societies, the impact of colonialism, and recent social, political and economic developments in the post-colonial period. Although emphasizing the diversity within the continent, the course will also provide a basic framework by which to study the region. (Normally in 12th grade.)

**HS 45: Russian History**

(FALL; half-credit) This course stresses political, social, and geographic factors in the development of modern Russia. Political thought and modernization are important themes throughout the course, which will emphasize the period—history and literature from the turn of the century to the present. (Normally 11th or 12th grades.)

**HS 48: Middle Eastern History**

(SPRING; half-credit) This course will emphasize the history of the Middle East, particularly the Arab-Israeli conflict, during the twentieth century, especially after World War II. Political, social, religious and economic developments, as well as current issues, will be dealt with in readings and discussions. (Normally in 12th grade.)

**HS 49: Supreme Court, Constitution & Current Issues**

(FALL; half-credit) This course will investigate the historical background to the framing of the United States Constitution and engage in an in depth analysis of the document itself. The course will then examine the role of the Supreme Court in interpreting the Constitution and making public policy. Landmark cases like *Marbury v Madison*, *Plessey v Ferguson*, *Lochner v New York*, *Brown v Board of Education*, *Sullivan v New York* and *Roe v Wade* will be examined. (Normally in 12th grade.)

**HS 51: Microeconomics**

(FALL; half-credit) Concepts in this course will include the behavior of consumers and producers, decisions facing individuals and firms. To illuminate these concepts, students will pursue a traditional introduction to concepts such as the laws of supply and demand, opportunity cost, the marginal principle, the principle of diminishing returns and the spillover principle. Concurrently, students will consider the evolution of man’s economic behavior and the theories that have risen to describe that behavior. Current events will provide opportunities for practical application of course material. Students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, affirmative action, income distribution and wealth disparities. (Normally in 12th grade.)

**HS 52: Macroeconomics**

(SPRING; half-credit) Concepts in this course will include growth and production, employment, financial markets, monetary and fiscal policy, aggregate supply and demand, the national and international economy. Concurrently, students will consider the welter of statistics used to describe and predict economic fluctuations. A stock market project and discussion of current events will provide opportunities for practical application of course material. As in the fall, students will be encouraged to use the language and concepts of economics to explore their positions on issues such as the environment, affirmative action, income distribution and wealth disparities. (Normally in 12th grade.)

**HS 53: Comparative Religion**

(FALL; half-credit) This course will offer an examination of Judaism, Christianity and Islam. Special attention will be paid to common religious themes as well as differences in both belief structures and ethical tenets. The origins and the social, political, cultural, and economic impact of religious activity will also be examined. Consideration of literature, movies, art and music will supplement the core textbook. Current events will provide opportunities for practical application of course material. May be taken in conjunction with or independent of HS 54. (Normally in 12th grade.)

**HS 54: Comparative Religion**

(SPRING; half-credit) This course will offer an examination of Hinduism, Jainism, Buddhism, Taoism, Confucianism and Shinto. Special attention will be paid to common religious themes as well as differences in both belief structures and ethical tenets. The origins and the social, political, cultural, and economic impact of religious activity will also be examined. Consideration of literature, movies, art and music will supplement the core textbook. Current events will provide opportunities for practical application of course material. May be taken in conjunction with or independent of HS 53. (Normally in 12th grade.)

**HS 63–64: Introductory Psychology**

(FALL or SPRING; half-credit) This course introduces students to the discipline of psychology as a science and to the actual practice of psychology. Areas covered include methods and history, physiological bases of behavior, perception, learning, cognition and motivation. Also addressed are the major areas of personality theory, developmental psychology, psychopathology and treatment of psychological disorders. Students interested in taking the AP exam in Psychology should take this course in the spring. (12th grade only.)

## FOREIGN LANGUAGE DEPARTMENT

### FRENCH

#### FR 11–12: French I

(two semesters) This course introduces fundamental French communication skills, both oral and written. Basic grammar is presented along with an introduction to French civilization and readings. Most course work is conducted in French, and multi-media materials are utilized to enrich classroom instruction.

#### FR 21–22: French II

(two semesters) This course reviews and extends the goals of First Year French. Most course work is conducted in French, and multi-media materials are utilized to enrich classroom instruction.

#### FR 31–32: French III

(two semesters) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is also introduced to aspects of French culture. Most course work is conducted in French and multi-media materials are utilized to enrich classroom instruction.

#### FR 33–34: Accelerated French III

(two semesters) This course is a more rigorous and intensive version of FR31–32 described above. It also focuses on highlights of French culture. It is designed for the more motivated and capable foreign language student. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) June French SAT II Test and for advancement to Accelerated French IV.

#### FR 41–42: French IV

(two semesters) Emphasis in this course is placed on an intensive review of grammar and vocabulary in order to further develop all communicative skills. Readings from various sources are also studied. Multi-media materials are utilized to enrich classroom instruction. Course work is conducted in French. Superior course performance helps students to prepare for the (optional) French SAT II test.

#### FR 43–44: Accelerated French IV

(two semesters) This course is a more rigorous and intensive version of FR41–42 described above. It is designed for the more motivated and capable foreign language student. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II test and for advancement to Advanced Placement French V. Preparation for the Advanced Placement Language Examination is begun.

#### FR 51–52: French V

(two semesters) The description for this course is the same as that for FR 41–42. The syllabus is alternated from year to year so that students at both levels can study in the same “class” without duplication. Multi-media materials are utilized to enrich classroom instruction. Course work is conducted in French. Strong course performance helps students to prepare for the (optional) French SAT II.

#### FR 53–54: AP French V

(Advanced Placement; two semesters) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in French. An intensive review of grammar, vocabulary and literature is conducted. Advanced composition and conversation skills are also stressed. Once enrolled in this course,

students are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

#### FR 91–92: French Independent Study

(two semesters; MINOR course) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

### GERMAN

#### GR 11–12: German I

(two semesters) Basic communication skills, both oral and written, are introduced in this course, with an emphasis on idiomatic conversation. Some elementary readings are introduced. Most course work is conducted in German, and multi-media materials are utilized to enrich classroom instruction.

#### GR 21–22: German II

(two semesters) Basic mastery of grammar underpins this course, with more emphasis on writing and vocabulary acquisition. Students develop a broader, more confident active command of the language as well. Readings serve to introduce students to more idiomatic expressions. Most course work is conducted in German and multi-media materials are utilized to enrich classroom instruction.

#### GR 31–32: German III

(two semesters) Concentrated work in communication skills as well as mastery of basic grammar highlight this course. The student is also introduced to German civilization, history, and literature. Course work is conducted in German and multi-media materials are utilized to enrich classroom instruction.

#### GR 33–34: Accelerated German III

(two semesters) Accelerated German III is designed for highly motivated students who are ready to begin an intensive reading, writing and speaking program in a faster-paced and more challenging environment. Students would begin reading short stories by contemporary authors, progress to popular plays and finish with several short novels. A challenging writing program would parallel the reading curriculum beginning with journaling, graduating to weekly themes and culminating in a longer paper connected with literature, history or culture. Rewriting at this level would challenge students to digest/use much of the grammar they have learned in previous years. Class work would be conducted in German and would invite students to make periodic presentations in the target language and to engage in daily conversations about topical themes, thereby strengthening and broadening their vocabulary.

#### GR 41–42: German IV

(two semesters) This course includes an intensive review of grammar, regular writing assignments, discussion of current events, and a survey of German Literature. Strong course performance helps prepare the student for the (optional) German Language SAT II test. Course work is conducted in German and multi-media materials are utilized to enrich classroom instruction.

#### GR 43–44: Accelerated German IV

(two semesters) Accelerated German IV is designed for highly motivated students who are ready to begin an intensive reading, writing and speaking program in a faster-paced and more challenging environment. Students would begin reading short



stories by contemporary authors, progress to popular plays and finish with several short novels. A challenging writing program would parallel the reading curriculum beginning with journaling, graduating to weekly themes and culminating in a longer paper connected with literature, history or culture. Rewriting at this level would challenge students to digest/use much of the grammar they have learned in previous years. Class work would be conducted in German and would invite students to make periodic presentations in the target language and to engage in daily conversations about topical themes, thereby strengthening and broadening their vocabulary. Strong course performance helps prepare the student for the (optional) German Language SAT II test. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation “AP” added to their transcripts and will be required to take the AP exam, in addition to the other course assessments.)

### **GR 51–52: German V**

(two semesters) The description for this course is the same as that for GR 41–42. The syllabus is alternated from year to year so that students at both levels can study in the same “class” without duplication. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation “AP” added to their transcripts and will be required to take the AP exam, in addition to the other course assessments.)

### **GR 91–92: German Independent Study**

(two semesters; MINOR course) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration (Note: This course is not open to native speakers.)

## **LATIN**

### **LT 11–12: Latin I**

(two semesters) This course uses the *Ecce Romani I* series to present basic grammar, forms, vocabulary, translation and reading comprehension. Elementary readings, following the life of the Cornelius family, serve as the basis for these components of learning the Latin language. The text also provides students with English readings that examine Roman culture and history, mythology, and the influence Roman civilization has on our own. Students take the Level I National Latin Exam.

### **LT 21–22: Latin II**

(two semesters) The study of basic and more complex grammar, forms, vocabulary, translation and reading comprehension continues in this course. The *Ecce Romani II* text presents students with the second half of the Cornelius family’s story while also asking them to consider deeper cultural and historical topics. Students take the Level II National Latin Exam.

### **LT 31–32: Latin III**

(two semesters) This course uses the *Ecce Romani III* text to focus on Latin readings concerning exciting events and interesting personalities from the First Centuries B.C. and A.D. Emphasis is placed on reviewing previously met Latin grammar and forms, learning the final topics of Latin grammar, improving translation skills and the discussion of literary and cultural themes. An introduction to Latin verse is included in the second semester. Students take the Level III National Latin Exam. Strong course performance helps prepare students for the (optional) June Latin SAT II test.

### **LT 41–42: Latin IV**

(two semesters) The focus of this course is literary; the poetry of Catullus, Horace, Ovid or Vergil, the prose of Cicero, or the writings of other authors provide the course readings. Students study the elements of Latin literature and Roman culture in depth and react to the issues that arise. Emphasis is also placed on strengthening grammatical and translation skills. Students take the Level IV National Latin Exam, and strong performance helps prepare them for the (optional) SAT II test. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation “AP” added to their transcripts and will be required to take the AP exam.)

### **LT 51–52: Latin V**

(two semesters) The description for this course is the same as that for LT 41–42. The syllabus is alternated from year to year so that students at both levels can study in the same “class” without duplication. Students take the Level V National Latin Exam. (With departmental approval, students may opt to participate in the Advanced Placement Examination Program, which necessitates rigorous independent study. Those students will have the designation “AP” added to their transcripts and will be required to take the AP exam.)

### **LT 91–92: Latin Independent Study**

(two semesters; MINOR course) This individualized tutorial is available to motivated students with excellent language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the appropriate Foreign Language Department instructor at the time of registration.

## **SPANISH**

### **SP 11–12: Spanish I**

(two semesters) This course introduces fundamental Spanish communication skills, both oral and written. Basic grammar is presented along with an introduction to Hispanic Civilization, culture, and readings. Most course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.

### **SP 11–12H: Spanish for Heritage Learners**

(two semesters) This course is designed for bilingual Hispanic speakers to begin their formal study of Spanish. The goal of this course is to acquaint students with Spanish in its written form and to expand students’ overall knowledge of the language. The students learn the various differences between formal written Spanish and casual, every day and regional Spanish. They acquire an improved command of the various forms of formal spoken Spanish. In addition, the syllabus introduces selected short stories, which are representative of the most popular of Spanish literary genres. All course work is conducted in Spanish.

### **SP 15–16: Practical Applications in Spanish I**

(two semesters) This course is similar to SP11–12 but presents Spanish language mastery instruction primarily from a communicative approach. Most course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. Note: This is not an elective course.

**SP 21–22: Spanish II**

(two semesters) This course reviews and extends the goals of first year Spanish. Most course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.

**SP 21–22H: Spanish for Heritage Learners**

(two semesters) This course is designed for bilingual Hispanic speakers to continue their formal study of Spanish. The goal of this course is to continue acquainting students with Spanish in its written form and to expand students' overall knowledge of the language. The students learn the various differences between formal written Spanish and casual, every day and regional Spanish. They acquire an improved command of the various forms of formal spoken Spanish. In addition, the syllabus introduces selected short stories, which are representative of the most popular of Spanish literary genres. All course work is conducted in Spanish.

**SP 25-26: Practical Applications in Spanish II**

(two semesters) This course is similar to SP21–22 but presents Spanish language mastery instruction primarily from a communicative approach. Course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. Note: This is not an elective course.

**SP 31–32: Spanish III**

(two semesters) In this course the mastery of basic communicative skills continues (including a basic review of grammar), while the student is introduced to aspects of Hispanic culture. Most course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction.

**SP 31–32H: AP Language Spanish for Heritage Learners**

(Advanced Placement; two semesters) This course is designed to prepare advanced heritage students (bilingual Hispanic speakers) for the demanding Advanced Placement Examination in Spanish Language as well as for other assessments. Students develop their abilities in composition writing and intensively review grammar in order to prepare for the Exam. Students also read widely from Spanish literature to become familiar with its most important authors. All course work is conducted in Spanish.

**SP 33–34: Accelerated Spanish III**

(two semesters) This course is a more rigorous and intensive version of SP31–32 described above. It also includes an introduction to Hispanic literature. It is designed for the more motivated and capable foreign language student. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) June Spanish SAT II test and for advancement to Accelerated Spanish IV.

**SP 35–36: Practical Applications in Spanish III**

(two semesters) This course is similar to SP31-32 but presents Spanish language mastery instruction primarily from a communicative approach. Course work is conducted in Spanish and multi-media materials are utilized to enrich classroom instruction. Enrollment is limited to those students who are specifically recommended by the Language Department. Once admitted, students must complete their language requirement within this track. Note: This is not an elective course.

**SP 41–42: Spanish IV**

(two semesters) Emphasis in this course is placed on an intensive review of grammar and vocabulary in order to further develop all communicative skills. Readings from various sources are also studied. Multi-media materials are utilized to enrich

classroom instruction. Course work is conducted in Spanish. Superior course performance helps students to prepare for the (optional) Spanish SAT II test.

**SP 43–44: Accelerated Spanish IV**

(two semesters) This course is a more rigorous and intensive version of SP41–42 described above. It is designed for the more motivated and capable foreign language student. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test and for advancement to Advanced Placement Spanish V.

**SP 51–52: Spanish V**

(two semesters) The description for this course is the same as that for SP41–42. The syllabus is alternated from year to year so that students at both levels can study in the same “class” without duplication. Audio/video cassettes are utilized to enrich classroom instruction. Course work is conducted in Spanish. Strong course performance helps students to prepare for the (optional) Spanish SAT II test.

**SP 41–42H: AP Literature Spanish for Heritage Learners**

(Advanced Placement; two semesters) This course is designed to prepare advanced heritage students (bilingual Hispanic speakers) for the demanding Advanced Placement Examination in Spanish Literature. Students develop their abilities in composition writing as well as read widely from Hispanic literature in order to prepare themselves fully for the Exam. All course work is conducted in Spanish.

**SP 53–54: AP Spanish V**

(Advanced Placement; two semesters) This course is designed to prepare advanced language students for the demanding Advanced Placement Examination in Spanish. An intensive review of grammar, vocabulary and literature is conducted. Once enrolled in this course, students are involved in a rigorous course of instruction and required to take the Advanced Placement Examination in addition to other course assessments.

**SP 91–92: Spanish Independent Study**

(two semesters: MINOR course) This individualized tutorial is available to motivated students with near native language proficiency, only with instructor recommendation and departmental approval. Requires planning with and written consent from the current Foreign Language Department instructor at the time of registration. (Note: This course is not open to native speakers.)

**NOTES**

1. Native Speakers: Those native speakers who need co-validation for their government/school must take an advanced level examination. Upon successful completion, credit will be granted by the Department.
2. Students must take three consecutive levels (years) of the same foreign language to fulfill the The Governor's Academy graduation requirement. Those students considering selective colleges should plan to take at least four years of one foreign language. Such institutions are impressed by students who take the full sequence of one language.
3. Capable foreign language students are encouraged to begin an additional foreign language at the Academy while continuing advanced study of the first foreign language.
4. Foreign language students at The Governor's Academy have a number of enrichment opportunities which include exchanges, trips abroad, language club outings, audio/video cassette presentations, daily foreign language satellite and cable news programming and extensive Internet access to foreign language periodicals, newspapers and Web pages.



## SCIENCE DEPARTMENT

### SC 11–12: Freshman Science

(two semesters; required of all 9th graders.) Freshmen take either one of two one-year courses, Freshman Biology or Freshman Physics, both introductory courses in their subjects. Both courses will introduce the students to basic laboratory skills, report writing and the use of technology in the laboratory, background necessary to the further study of science. Both are experiential and include many hands-on activities.

- Students taking Freshman Biology will explore the fields, marshes and woods surrounding our campus and will experience a naturalist's approach to the study of biology, as well as topics including the basis of genetic inheritance, evolution and the diversity of life. (No prerequisite)
- Students taking Freshman Physics will learn basic concepts of physical science, in addition to traditional topics in physics. Appreciation of physics involves fluency in basic algebra; therefore, students will be recommended for Freshman Physics based on their math experience and aptitude. (Prerequisite: permission of the department.)

## UPPER-CLASS SCIENCE COURSES:

### SC 10: Life Skills

(one quarter; one-quarter credit; required of all 10th graders) The focus of this course will be toward the acquisition of health knowledge and decision-making skills which will encourage students to promote wellness, avoid injury, and prevent disease. In learning to appreciate one's role in the health and well-being of self, family, and community, students should acquire life long healthy habits and practices.

### SC 21–22: Biology

(two semesters) A hands-on approach to biology with emphasis on laboratory observation and experimentation, data gathering and fieldwork to understand the unity, interaction and continuity of life.

### SC 23–24: Honors Biology

(two semesters) A demanding introductory course for the student who is willing and able to engage in an intensive study of biology at an accelerated pace. The course emphasizes the relationships among living things at each level of organization. Laboratory work illustrates and emphasizes these relationships. (Prerequisite: Successful completion of one year of chemistry and permission of the department)

### SC 25–26: Conceptual Biology

(two semesters) This course takes an environmental, ecological approach to the study of introductory biology. Laboratory and field experimentation is emphasized, with focus on the concrete and descriptive aspects of biology. Prior study of chemistry is not required. (10th, 11th or 12th grades.)

### SC 27–28: AP Biology

(Advanced Placement; two semesters) This course is designed to prepare students for the College Board Advanced Placement exam in biology. The course covers the material expected in a first-year college-level introductory biology course. This course meets for one additional laboratory period, compared to a standard Academy

science course. (Prerequisite: Successful completion of one year of chemistry and permission of the department)

### SC 31–32: Chemistry

(two semesters; 10th, 11th, 12th grades) A general introduction to chemical theory and laboratory practices.

### SC 33–34: Honors Chemistry

(two semesters) A demanding introductory course for students with strong aptitudes and a strong interest in science. This course offers a more rigorous and comprehensive introduction to chemical theory and laboratory technique than is offered in regular sections of Chemistry. (Prerequisite: successful completion of Algebra I with honors-level achievement and permission of the department)

### SC 35–36: Applied Chemistry

(two semesters; 10th, 11th, 12th grades) In this laboratory course, students will learn basic chemical principles through investigation of chemistry's impact on society. Environmental issues currently confronting our society and the world will serve as a basis for introducing the chemistry needed to understand them. Students will explore how chemical concepts apply to their daily lives and the world around them. The course uses the American Chemical Society text, Chemistry in the Community.

### SC 37–38: Advanced Chemistry

(two semesters; 11th, 12th grades) This is a second-year, two-semester laboratory course in chemistry which further develops and expands on the concepts presented in the first year of chemistry. Completion of two years of chemistry results in exposure to the major topics of an introductory college course. Students successfully completing this course will be good candidates for the chemistry AP exam in the spring, though students are not required to take the exam. Prerequisites: One year of Honors or Regular Chemistry, and consent of the department.

### SC 41–42: Physics

(two semesters) This course is designed for the student who probably won't major in science or engineering in college, but who wants to be exposed to the concepts of physics in order to be a truly educated and aware citizen of the twenty-first century. An extensive amount of laboratory work using microcomputer-based equipment is involved. The development of problem-solving skills using basic algebra and the rudiments of trigonometry is also a goal of the course. This course covers mechanics, dynamics, energy, waves, sound and optics. Some astronomy is also discussed. At the completion of the course, the student should be more able to make responsible decisions regarding science in an age of increasing technological complexity. (Prerequisite: Algebra II, completed or studied concurrently and permission of the department)

### SC 43–44: Honors Physics

(two semesters) A demanding introductory course for the student with strong aptitudes who is willing and able to engage in an intensive study of physics. The course covers traditional topics in mechanics, dynamics, wave motion, modern physics and electricity. While an experimental approach to developing concepts is emphasized, problem solving is also stressed. It is not intended to be an AP course, but it is a prerequisite for Advanced Physics and AP Physics. (Prerequisite: successful completion of Algebra II with honors-level achievement and permission of the department)

**SC 45–46: Conceptual Physics**

(two semesters) Conceptual Physics is a laboratory course that builds understanding with concepts before computation. Physical phenomena are explained in English first. Algebraic relationships in physics are then used as guides to thinking. Finally, physics problems are solved as a way of verifying students' understanding of concepts. The course deals with mechanics, kinematics, wave theory and other topics. The text for the course is Conceptual Physics by Hewitt. Extensive use is made of the software program "Interactive Physics" to model physical systems. (Prerequisite: Algebra II completed or studied concurrently)

**SC 47–48: Advanced Physics**

(two semesters; MINOR course) A second-year course that reviews and continues the study of Physics with further development of electricity, magnetism, atomic structure, rotational mechanics, thermodynamics, relativity, and quantum mechanics. This course is especially useful to those students planning to take the Physics SAT II in December. Completion of two years of physics (Honors Physics followed by Advanced Physics) results in an introduction to all the major topics in a college freshman physics curriculum. Students can also prepare for the AP Physics exam (Prerequisite: successful completion of one year of physics and permission of the department. Concurrent Calculus is recommended.)

**SC 55–56: AP Physics**

(Advanced Placement; two semesters) A second-year physics course which covers the concepts of the B-level College Board Advanced Placement exam. There is special emphasis on electricity, magnetism, quantum mechanics, thermodynamics, angular motion and relativity. While not a laboratory course per se, experiments will often be included in the curriculum. (Prerequisite: successful completion of Honors Physics with honors level achievement and/or permission of the department)

**SC 51: Ecology**

(FALL semester only, one half credit; 11th or 12th grades) This course begins by introducing students to the basic concepts of ecology: the relationships between organisms, the elements in the environment, and the concept of evolution. These ideas are used as the underpinning for later discussions of the pressing environmental issues we face today. Many laboratory classes are conducted outdoors with the integration of computer simulations and indoor lab work to bolster understanding. A 2 1/2 hour class is scheduled each week to allow field trips to Plum Island and other local areas of interest. (Prerequisite: one year of biology, and a year of chemistry or physics completed or studied concurrently)

**SC 52: Marine Science**

(one semester, one half credit; 11th or 12th grades) This course considers the basic principles of physical and biological oceanography. Topics include geology, chemistry, physics and ecology of marine systems. Emphasis is placed on class and independent projects, and field work. (Prerequisite: one year of biology, and a year of chemistry or physics completed or studied concurrently)

**SC 53: Meteorology**

(FALL semester only, one half credit; 11th or 12th grades) This course will investigate atmospheric processes and their importance on human affairs. It will bridge the gap between abstract explanatory processes and the expression of those processes in everyday events. The study of climate change and global warming will be addressed. Even though the course will build a nonmathematical understanding of the atmosphere, a previous year long course in physics is required.

**SC 54: Astronomy**

(SPRING semester only, one half credit; 11th or 12th grades) This course will present a non-technical broad view of astronomy without complex mathematics. It will rely on qualitative reasoning as well as analogies with objects and phenomena familiar to students to explain the complexities of the subject without oversimplification. Some nighttime observations will be required from time to time. A previous year long course in physics is required.

**SC 57–58: Human Anatomy and Physiology**

(two semesters, 11th or 12th grades) This course covers the fundamentals of human anatomy and physiology. Units of study include cell chemistry and structure, tissues and organ systems including the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, urinary, reproductive and sensory systems. Students should finish the course with a strong introductory understanding of the structure and function of the human body. (Prerequisite: one year each of biology and chemistry)

**SC 81–82: Science Honors Research Program**

(two semesters) This "extra credit" program applies to any science course. A research project—including readings, laboratory work, a paper, and a defense—can be applied for by consulting the teacher of the student's current science course, approval at the department's discretion. Successful participation produces an accounting in the grade for the primary course and attachment of the designation, "Honors." This provides the student the opportunity to DO some science

**SC 91–92: Independent Study in Science**

(FALL or SPRING; .25 credit) Requires planning with and written consent of a Science Department instructor at the time of registration; i.e. prior to June 1.

**NOTES**

1. All students, especially those contemplating studying science, engineering or medicine in college should include chemistry, biology and physics in their programs; they should plan to take a College Board SAT II Test in at least one science along with mathematics.
2. Potential science, engineering or pre-med majors are strongly urged to take chemistry first and then (accelerated) biology or physics.
3. In all cases, students should follow the recommendations of the science department. Any deviation from these recommendations must be approved by the chairman of the science department.

NOTE: The remaining offerings, except for Introduction to the Fine Arts and Performance, are NOT open to 9th-graders.

**FINE ARTS DEPARTMENT****FA 11–12: Introduction to Fine Arts (IFA)**

(two semesters; MINOR course) All 9th graders are required to take IFA, which allows them to discover the wide array of arts offerings available on campus. Each quarter, students rotate to a new discipline and a new teacher, exploring Music, Technical Theater, Video, Ceramics, Computer Art, Drama, and Studio Art.



## VISUAL ARTS

### VA 20F: Propaganda and Media Art History

(FALL; half-credit) This is a semester commitment that has no prerequisite. In this course we look at how the arts have been used throughout history to sway public opinion positively or negatively. This is an art history course that has a mixture of papers, readings and studio work. There will also be some evening times when we will meet to view a movie. The main focus will be WWI, WWII, Cold War, 60's and current media (videos and commercials).

### VA 25: Architecture

(FALL; half credit) Architecture is a full semester course with each student displaying his or her final project to the community. The first quarter is spent learning the principles of perspective, design, spatial concepts and basic architectural design. During the second quarter each student will demonstrate his or her knowledge of architecture by designing a structure with a floor plan and elevation design, plus by creating a 3-D model of a structure. A lab fee of \$30.00 is required.

### VA 26F–26: Film

(FALL or SPRING; half credit) This is a full semester upper class course with each student displaying his or her final project to the community. The first quarter is spent studying films and learning the principles of film making techniques (i.e., camera operation, editing, directing and acting). During the second quarter each student will demonstrate his or her knowledge of film making by working on several separate film projects as part of a film crew. Each student will be required to direct at least one film. Class size limited to 10 students. A lab fee of \$50.00 is required.

### VA 27S: Drama

(SPRING; half credit) “An Introduction to the Actor’s Craft” Students will work on developing the voice, the complete body, the mind and the heart of an actor. Textual analysis, character sketch, dance, stage combat and scene study will culminate in a workshop performance at the end of each quarter. In addition to performance, students will be asked to do required reading and to write.

### VA 28: Printmaking Studio

(SPRING; half-credit) This is a semester commitment that has no prerequisite. Individuals in the course will learn to master a number of printmaking skills including silkscreen, embossing, wood and linoleum block printing, and monoprints. This course will also work with the art of papermaking and book design. Students will be expected to submit at least one image into the spring student art show. \$50 lab fee

### VA 30: Animation Studio

(SPRING; half-credit) This is a semester commitment that has no prerequisite. Individuals in this course will use stop action photography to create animated features incorporating single cell drawings, claymation or animating real objects with stop action filming. We will be working with iMovie and Final Cut Pro as our editing equipment. Although we will be editing on the computer, this is not a computer animation class. Students will be expected to submit their body of work to the film festival held in the spring... barring any technical difficulties. \$40 lab fee.

### VA 31–32: Ceramics Studio

(FALL or SPRING; half-credit) This studio course offers instruction in basic pottery, including design and the study of various techniques from “Raku” to wheel throwing, glazing and kiln use. Ninety-minute classes meet twice a week. There is a student charge for materials of \$50. (Limited to one section per semester.)

### VA 34: Intermediate Ceramics Studio

(SPRING; half-credit) This studio course is for the more serious pottery student who wishes to continue to explore further with sculpture and handbuilding techniques and more advanced wheel work. The student will also learn about different temperature firings such as Saggar, Pit and Smoke firings in addition to learning how to fire the kilns.

### VA 41–42: Photography Studio

(FALL or SPRING; half-credit) This is a basic studio course in black and white photographic techniques with emphasis on visual perception and expression, the camera, and darkroom skills. A 35-mm camera with adjustable aperture and shutter speed, plus a light meter, is advisable but not required. Students show their work in exhibits throughout the year, and their work is often reproduced in various school publications. There is a lab fee of \$50 and students typically spend another \$75 to \$100 for personal photographic supplies.

### VA 43: Carpentry for Theatre

(FALL; half-credit) This one semester course will focus on constructing scenery, staging and properties (aka-props). The course offers a hands on curriculum implementing the safe use of power and hand tools, paints, and finishes. The goal of the course is to learn more detailed construction methods currently in use in the entertainment world while gaining valuable lifelong building skills. “Anything Goes” on stage so the projects will be equally varied and diverse in class. There are no prerequisites for this course. All levels of ability will be accepted.

### VA 44: Lighting and Sound

(SPRING; half-credit) A one semester course dedicated to discovering the finer points of lighting and sound design and implementation, this course will be a hands on application of current theatrical trends. The Performing Arts Center offers state of equipment that each student will have the opportunity to learn, to manipulate, and to discover. There are no prerequisites for this course. All levels of ability will be accepted.

### VA 50: Portfolio

(SPRING; half-credit) This course will focus on the proper techniques for choosing, narrowing and exploring a portfolio concentration. Students will also learn how to photograph work for slides, matt work and design a show. The student's studio work and the art history component of this course are two of the “tools’ that a student will use to choose and explore a concentration. There will be writing assignments for this course. Each individual will also participate in a gallery show, either as an individual or with 2 or 3 other artists. This Portfolio course will be a pre-requisite for any of the AP Studio Portfolios (Drawing/Painting; 2-D Design; 3-D Design). Lab fee \$40.00

### VA 51–52: Introductory Studio Art

(FALL or SPRING; half-credit) This course is designed for the student who wishes to explore art and is curious to learn something about the creative process. Specific assignments will be given in which the student will explore self-expression in various media. Emphasis will be placed on basic color theory, two-dimensional drawing, design and paper mache, and three-dimensional design. Projects will be assigned in the following media: pencil, block print, acrylic painting. Student work will be shown in both annual student exhibits. Classes meet for 90 minutes twice each week. A lab fee of \$40 is required. (Limited to one section per semester.)

**VA 53: 2-D Design**

(FALL; half-credit) This course will focus on how an artist controls the composition of a piece, centering on the elements and principles of art and design. This will be a hands-on studio course that explores such concepts as active vs. passive placement, color theory, and visual literacy. This course is a prerequisite for AP Studio drawing/painting and Portfolio. Lab fee \$40.00

**VA 54: Intermediate Studio Art**

(SPRING; half-credit) This is an intermediate course for the more serious art student who wishes to explore further the media covered in the introductory course. Emphasis will be placed on drawing and painting, with attention given to the Advanced Placement requirements. Work required for exhibit. (Prerequisite: VA51 and the instructor's permission or, for the serious experienced student, a portfolio for audition.) A lab fee of \$30 covers the cost of supplies.

**VA 57–58: AP Studio Art**

(Advanced Placement; two semesters) This course prepares the artist to present a finished portfolio in either Drawing/Painting, 2-D Design or 3-D Design. Each portfolio is broken up into three distinct components:

*Concentration*—the focusing in on one concept or subject matter.

*Breadth*—a demonstration of an artist's prolificacy

*Quality*—pieces that demonstrate an artist's mastery over the medium

The class will also design the end of the year student art show. Lab fee \$60.00

*Pre-requisites: an introductory course, an intermediate course, 2-D Design and Portfolio. We also expect that a student take a college course (or something comparable) the summer before the AP program.*

**VA 91–92: Independent Study in Visual Arts**

(FALL or SPRING; .25 credit) Individual study in a topic as arranged by the student in consultation with an instructor from the department. Students meet together once each week to discuss their work. (Prerequisite: VA51.) A lab fee of \$40 is required.

## PERFORMING ARTS

**PA 10: Public Presentation Skills**

(one quarter; one-quarter credit; required of all 10th graders) This is designed to help students feel comfortable speaking in front of people. Students will learn how to engage an audience using vocal dynamics, explore different presentation styles (e.g. a news cast, a wedding toast, etc), and learn techniques for controlling their anxiety while speaking.

**PA 21–22: Electronic Music Composition**

(FALL or SPRING; half-credit) This course is designed to allow students to be creative in the world of sound. The electronic music studio is equipped with synthesizers, computers, samplers, effects processors, and digital recording facilities. No musical or electronic background is required, but it is helpful.

**PA 23–24: Orchestra**

(two semesters; MINOR course) Students learn a variety of chamber music, drawn from standard and contemporary repertoire. This course stresses musical development through individual practice, rehearsals, and regular performance at Fine Arts concerts. Open to all students with basic fluency on an orchestral instrument.

**PA 25–26: Jazz Band**

(two semesters; MINOR course) Open to all students by permission of the director. Students learn music from the jazz-rock repertoire and perform regularly in Fine Arts concerts and as the needs of the Academy dictate. This course stresses musical development through individual practice, rehearsals, and regular performance.

**PA 27–28: Chorus**

(two semesters; MINOR course) “The Academy Singers” is open to all students. This ensemble rehearses a wide variety of choral repertoire from classical to Broadway. The Academy Singers performs at all Fine Arts concerts and at other school events throughout the year. No prior musical training is necessary.

**PA 47–48: Advanced Chorus**

(two semesters, MINOR course) “The First” is open to 10th, 11th, and 12th graders by audition only. This ensemble studies and performs American and European choral literature of the 16th through 20th century, including works written in foreign languages. Potential members should be serious singers, dedicated to perfecting their vocal skills. The First performs at all Fine Arts concerts and at special events at the request of the administration. Requires enrollment in Chorus PA27–28, unless special permission is given by the director.

**PA 34: American Music History**

(SPRING; half-credit) In this course, students trace the roots of American music from 1630 through the present. The first half of the semester focuses on major musical advances of the 17th through 19th centuries, while the second half explores in-depth the many musical styles which came about during the decades of the 20th century.

**PA 41–42: Music Theory**

(FALL or SPRING; half-credit) Vocalists and instrumentalists with limited knowledge of music theory are invited to take this basic course. Topics covered include note-reading, scales, key signatures, accidentals, intervals, chords, melodic dictation, and exploration of songwriting. This course is essential for students who plan to study music or the performing arts in college.

**PA 91–92: Independent Study in Performing Arts**

(FALL or SPRING; .25 credit) Individual study as arranged by the student in consultation with an instructor from the department.

**Private Lessons:** Students at The Governor's Academy have the opportunity to study with talented teachers and performers from the area who offer lessons on various instruments and in voice during the Academic Day. Students and instructors find a common “free-time” block in which to have a 45-minute weekly lesson. Lessons are currently offered in piano, voice, guitar, bass, drums, violin, viola, and clarinet. Lessons for other orchestral instruments are based on the availability of teachers and interest from students. For more information, contact Mr. Drelich, Lesson Program Coordinator.

**NOTE:** Because the number of sections offered in each of the arts courses is limited and the number of seats in each studio is limited, the student must indicate both a first and a second choice in any one semester on the course registration form.





## INTERDISCIPLINARY SEMINARS

The seminar focuses on issues which cut across disciplines and cover a wide range of topics. Students petition to enter the course and it is open to students from all grades.

### SPECIAL NOTE SENIOR SPRING PROJECTS

Some seniors intend to participate in the Senior Spring Projects Program and may wish to petition for release from some of their courses for the fourth quarter. Certain courses have restrictions or prohibitions governing this situation. Thus, SENIORS—and JUNIORS-TO-BE may wish to study the special information below detailing course constraints for consideration in planning their courses for the next two years. The information also is included with project planning guidelines normally published in November. Seniors-to-be seriously contemplating participation in the program are asked to so signify on the salmon-colored course registration sheet now.

### SENIOR SPRING TERM PROJECTS

The following recommendations are proposed for the Spring Term Projects. We would like to emphasize that a Senior Spring Term Project is a privilege, not a right. This valuable experience helps students become more independent and mature.

All projects are subject to the approval of the SSTP Committee and must meet all of the following conditions:

1. Students must maintain at least a C- over-all grade point average (1.7) in their courses through the third quarter in order to take a Senior Spring Term Project. A student who wishes to do a project may petition through the Academic Dean's office if his/her grade point average is lower than a C-.
2. Students may drop up to three classes but are encouraged to limit the number of courses dropped. Any courses which require an AP exam may not be dropped. No distribution requirements may be dropped for a spring term project except for a fourth year of English. Also the following one-semester courses may not be dropped: CS 40 and HS64.
3. If a student drops a course for the fourth quarter, he/she will not be required to take the final exam. However, the project requires a research paper, daily journal, weekly meetings and a final presentation to the committee. Failure to complete any of these requirements satisfactorily will result in no diploma.
4. Students must get the classroom teacher's approval in order to drop a class. The classroom teacher will determine if the student's performance merits leaving the class by judging a student's overall standing in the course. Subject to change without notice.

## ACADEMIC SUPPORT POLICY

The school wishes to be clear with parents and students about the curriculum adjustments or curricular opportunities that are available to help students. No waivers of academic graduation requirements will be granted to students. The Governor's Academy offers the following academic support to all its students:

Group and individual extra help sessions are made available during the school day and evening by the school's classroom teachers. All students are encouraged to attend these sessions when concepts are unclear.

Additional time on examinations conducted in class may be offered by classroom teachers for students who have extended time documentation. A student must request additional time, and the student and teacher must negotiate an appropriate time period and venue.

Students with documented learning differences may request preferred seating at semester and final examinations. Those arrangements must be made one week in advance of exam; up to 50% additional time is allowed for those students with extended time testing documentation.

Students may request individual adult tutors at an additional expense to the family. Tutors are requested after students have availed themselves of extra help with appropriate classroom teachers.

If a student is unable to pass a year of English during a school year, the student will be expected to enroll for an additional year at The Governor's Academy to make up the year of English.

Students with learning differences that necessitate a nonstandard administration of the PSAT, SAT-I and SAT-II: Subject Tests and/or Advanced Placement Examinations must submit written evaluations with clear and documented diagnosis from qualified educational specialists upon matriculation. The evaluations must have been conducted within three years of the request for extended time. The Academic Office provides certification for extended time for testing to those students who regularly avail themselves of extended time on examinations given within the school's curriculum after it has received written documentation by certified learning specialists. Certification by the Academy, however, does not guarantee extended time permission from the College Board. The Academic Dean will assist students and their parents in submitting necessary forms to the College Board to request extended time.

All students may avail themselves of a study and reading skills course provided on campus by an outside agency specializing in such instruction. While proper note taking, study skills and reading skills are discussed in the regular curriculum at The Governor's Academy, the reading and study skills course is intended for those students who need or desire more rigorous instruction in these important skills. The cost of this outside course must be paid by the students' families. The Governor's Academy does not employ faculty skilled in the areas of remedial reading or writing. This course is offered every other year.

The school has three computer laboratories, each offering individual work stations, Microsoft Word word processing software, and printers for students to use in preparing writing assignments.



The Governor's Academy provides a supervised evening study hall program limited to those students who are placed on Academic Probation, those students with a GPA below a 1.7 and those students who elect placement in the supervised study hall. Any student may be recommended for an additional Saturday morning study hall by his or her teachers or advisor.

Courses completed in the summer will not count toward The Governor's Academy graduation requirements or a student's grade point average. The only exception for summer work is the second half of Algebra I, and then only with permission of the Mathematics Department. The school may require a student to do academic work during the summer to master content or skills not completed during the school year.

The Governor's Academy does not employ any certified learning specialists skilled in the area of learning differences or diagnostic evaluations. Families in need of such testing must arrange diagnostic testing with qualified persons outside the school at their own expense. Any adjustments in academic programs recommended by such testing would be limited to the academic support services outlined in this policy.

The Governor's Academy reserves the right to make all final determinations regarding support services for its student body.

## COLLEGE COUNSELING

The College Counseling Office staff, comprised of the Director, a College Counselor and an Administrative Assistant, attempts to establish a partnership with each student and his/her parents to assist in the college counseling process. Janet Adams-Wall, our Director of College Counseling, brings more than 30 years of college counseling experience to the forefront in offering our students a comprehensive college selection and application program that includes both one-on-one and group meetings beginning in January of the junior year. Informative programs are presented each year for juniors and their parents to hear about the process from one or more college admission officers and our students attend a college fair where contact can be made with admission officers from more than 100 colleges from throughout the country. The College Counseling Office provides a myriad of other opportunities to learn more about the college search and application process, including information meetings on the Academy campus for more than 100 college admission officers to meet with interested students during the fall of their senior year. In addition to the numerous websites we direct students to consult which cover topics pertinent to the college search, the office has an extensive library of materials, including college viewbooks, catalogs, and DVDs.





## From 2002 to 2006, GRADUATES OF THE GOVERNOR'S ACADEMY HAVE ATTENDED

Alfred University  
 Adelphi University  
 American University  
 American University of Beirut  
 Arizona, University of  
 Assumption College  
 Babson College  
 Bard College  
 Barnard College  
 Bates College  
 Becker College  
 Belmont University  
 Bentley College  
 Berklee College of Music  
 Boston College  
 Boston University  
 Bowdoin College  
 Bridgewater State College  
 Brigham Young University  
 Brown University  
 Bryant University  
 Bucknell University  
 California, University of (Santa Barbara)  
 California, University of (Santa Cruz)  
 Carnegie Mellon University  
 Catholic University  
 Chapman University  
 Chicago, University of  
 Clark University  
 Claremont McKenna College  
 Colby College  
 Colby Sawyer College  
 Colgate University  
 Colorado, University of  
 Colorado State University  
 Columbia University  
 Concordia University  
 Connecticut College  
 Connecticut, University of  
 Cornell University  
 Dartmouth College  
 Delaware, University of  
 Denison University  
 Denver, University of  
 DePaul University  
 Dickinson College  
 Drew University  
 Drexel University  
 Duke University  
 Eckerd College  
 Edinburgh, University of (Scotland)  
 Elmira College  
 Elon University  
 Emmanuel College

Emory University  
 Eugene Lang  
 Findlay, University of  
 Florida State University  
 Fordham University  
 George Washington University  
 Georgetown University  
 Georgia Institute of Technology  
 Gettysburg College  
 Gordon College  
 Guilford College  
 Hamilton College  
 Harvard University  
 Hobart and William Smith Colleges  
 Holy Cross, College of the  
 Howard University  
 Illinois, University of  
 Ithaca College  
 Johns Hopkins University  
 Lafayette College  
 Lake Forest College  
 Lewis & Clark College  
 Loyola University New Orleans  
 Marist College  
 Marlboro College  
 Maryland, University of  
 Massachusetts, University of  
 Massachusetts Institute of Technology  
 McGill University (Canada)  
 Merrimack College  
 Miami University  
 Middlebury College  
 Muhlenberg College  
 Nazareth College  
 Nevada, University of  
 New Brunswick, University of (Canada)  
 New England College  
 New Hampshire, University of  
 New York University  
 North Carolina State University  
 Northeastern University  
 Northwestern University  
 Norwich University  
 Occidental College  
 Ohio State University  
 Ohio University  
 Ohio Wesleyan University  
 Olivet Nazarene University  
 Pacific, University of the  
 Parsons School of Design  
 Pennsylvania State University  
 Pennsylvania, University of  
 Pepperdine University  
 Pomona College



Pratt Institute  
 Providence College  
 Puget Sound, University of  
 Quinnipiac University  
 Randolph-Macon College  
 Reed College  
 Rensselaer Polytechnic Institute  
 Rhode Island School of Design  
 Rhode Island, University of  
 Richmond, University of  
 Roanoke College  
 Rochester Institute of Technology  
 Rochester, University of  
 Roger Williams University  
 Rollins College  
 Rutgers University  
 Saint Anselm College  
 Saint Joseph's College (Maine)  
 Saint Michael's College  
 Salve Regina University  
 Sarah Lawrence College  
 San Diego, University of  
 Savannah College of Art and Design  
 Scripps College  
 Simmons College  
 Skidmore College  
 Smith College  
 South Carolina, University of  
 Southern California, University of  
 Southern Connecticut State University  
 Southern Maine, University of  
 Southern Methodist University  
 Springfield College  
 St. Lawrence University  
 Stetson University  
 Stonehill College  
 Suffolk University  
 Syracuse University  
 Tampa, University of  
 Tennessee, University of  
 Trinity College  
 Tufts University



Tulane University  
 Union College  
 United States Air Force Academy  
 United States Merchant Marine Academy  
 United States Military Academy  
 Vanderbilt University  
 Villanova University  
 Vermont, University of  
 Virginia, University of  
 Wagner College  
 Washington College  
 Wellesley College  
 Wentworth Institute of Technology  
 Wesleyan College  
 Wesleyan University  
 Wheaton College  
 Whitman College  
 Williams College  
 Wisconsin, University of  
 Wittenberg College  
 Wooster, College of  
 Worcester Polytechnic Institute

ADMISSION INFORMATION

There are certain requirements that need to be fulfilled in order to be considered for admission. The day student application deadline is January 15, and the deadline for boarding applications is January 31. Candidates who apply after the deadlines will be considered on a rolling basis, as space permits. We have included the following checklist to assist you:

- Schedule a personal interview and tour of The Governor’s Academy campus through the Office of Admission at 978-499-3120. Appointments may be scheduled Monday through Friday during the academic day.
- Register for the November, December and/or January Secondary School Admission Test (SSAT), administered at centers throughout the world. Information about the SSAT may be obtained through the Office of Admission or from the Secondary School Admission Test Board’s website, [www.ssat.org](http://www.ssat.org) (you may register on-line). The SSAT helpline is 609-683-4440. Our SSAT code is 3466.

We will also accept the Independent School Entrance Examination (ISEE) offered by the Educational Records Bureau in New York. Information on the ISEE can be found at [www.erbtest.org](http://www.erbtest.org) or by calling 800-989-3721.

International students are required to take the Test of English as a Foreign Language (TOEFL). Their website is [www.ets.org](http://www.ets.org).

- Complete and return the Application for Admission, with the required fee of \$50.00 for domestic applications and \$100.00 for applications from outside the United States. Applications are available through the Office of Admission or may be completed online through our website, [www.thegovernorsacademy.org](http://www.thegovernorsacademy.org).

We will also accept The Association of Boarding School’s (TABS) common application form which can be found at [www.schools.com](http://www.schools.com).

The Governor’s Academy places a high value on diversity, and does not discriminate on the basis of race, color, sexual orientation, religion, or national or ethnic origin in admission or in the administration of school programs.

FINANCIAL AID

The Governor’s Academy is committed to providing deserving students the opportunity to attend regardless of financial circumstances. For the 2006–2007 academic year over \$2,200,000 in financial aid was awarded to nearly one third of the student body. Financial aid grants are awarded on the basis of a family’s demonstrated need. The Governor’s Academy employs the nationally standardized system for analysis offer by the School and Student Service (SSS) for Financial Aid. In order to apply for financial aid:

- Complete a Parents Financial Statement and submit it to SSS by January 31. Financial Aid applications can be requested through the Office of Admission or may be completed online at [www.nais.org](http://www.nais.org).

If the candidate’s parents are separated or divorced, both parents must supply financial information.

- Submit the current year’s W-2 forms and the most recent, signed income tax return and all schedules to The Governor’s Academy.

The Office of Admission will send you an acknowledgment when we have received all of your application materials. The Governor’s Academy will notify candidates of admission (and financial aid) decisions on March 10. Those admitted have until April 10 to respond to our offer of acceptance.

FINANCIAL AID

	Boarding	Day
Tuition	\$37,500	\$29,600
Fees		
General Fee	\$700	\$550
Smart Card Deposit	\$750	\$750
Tuition Refund Plan	\$487.50	\$384.80

An optional accident insurance plan is also available.

10% of tuition is due at the time of enrollment for new students, and at the time of re-enrollment for returning students.

Second and third tuition payments are due July 15 and December 1, respectively.



TRUSTEES OF THE GOVERNOR’S ACADEMY

Jeffrey L. Gordon ’69, President  
Christopher C. Beebe ’55, Vice President  
Gerry Mack P ’87, ’91, ’93, Vice President  
James L. Rudolph ’68, P’05, Secretary  
Steven G. Shapiro ’74, P’09, Treasurer  
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Rev. Adrienne Berry-Burton P’96, ’04  
Christopher W. Collins P’07, ’10  
Henry Eaton ’70, P’03, ’08  
Beverly R. Giblin P’04, ’05  
Clifford J. Gillespie  
C. David Grayer P’00  
Lauren Gudonis P’03  
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Kathleen Leary Livermore ’79, P’04  
Priscilla M. McInnis P’02, ’03, ’06  
Kara Moheban McLoy ’88  
Joshua L. Miner IV ’69, P’96, ’98  
Daniel M. Morgan ’67, P’97, ’02  
Brian H. Noyes ’76  
William F. O’Leary ’73  
James M. Pierce ’72, P’08  
Haskell Rhett ’54  
George S. Scharfe P’95, ’00  
Susan Shea P’07  
C. Thomas Tenney Jr. ’69  
Bruce C. Turner ’83  
Mark Whiston

Alumni/ae Trustees

Sung-Jin An ’95  
Jason Greenberg ’96  
Sarah Willeman ’99

Alumni/ae Council

Catherine D. Burgess ’91, President

FACULTY

John Martin Doggett Jr.  
Headmaster; History  
Williams College 1973, B.A.  
New York University 1981, M.A.  
Appointed July, 1999  
  
Richard N. Leavitt  
Mathematics  
Amherst College 1964, A.B.  
Bowdoin College 1971, M.A.  
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Trinity College 1966, B.A.  
Appointed September, 1969

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French, Spanish  
Holy Cross College 1969, B.A.  
Middlebury College 1970, M.A.  
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Oberlin College 1971, B.A.  
Tufts University 1978, M.A.  
Lesley University 2000, M.A. (Intercultural Relations)  
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Science  
Trinity College 1972, B.S.  
Boston University 1976, M.A.  
Worcester Polytechnic Institute 1994, M.S.  
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Music  
Colgate University 1972, B.A.  
New England Conservatory of Music 1979, M.A.  
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David D. Moore  
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Northeastern University 1966, A.B.  
Clarkson College 1970, M.S.  
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Dean of Students; English  
University of Vermont 1969, B.A.  
Antioch College 1993, M.Ed.  
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Gordon College 1978, B.A.  
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Michael H. Karin Jr.  
Mathematics  
Bates College 1985, B.S.  
University of New Hampshire 1993, M.S.T.  
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German  
Boston College 1973, B.A.  
Tufts University 1981, M.A.  
U.S. Naval War College, 1997  
Appointed September, 1985

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University of Minnesota 1971, B.A.  
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Washington State University 1975, B.A.  
University of Southern Maine 1980, M.S.  
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Williams College 1979, B.A.  
Harvard University 1987, M.Ed.  
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Frontbonne College 1966, B.A.  
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Bates College 1986, B.A.  
Middlebury College 1992, M.A.  
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Dartmouth College 1974, A.B.  
University of Iowa 1977, M.A.  
Appointed September, 1988

David J. Van Ness  
Mathematics  
Trenton State College 1969, B.A.; 1970, M.A.  
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Richard R. Savage  
Chief Financial Officer  
Boston College 1965, B.S.  
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Leonard S. Ceglarski Jr.  
History  
Middlebury College 1977, B.A.  
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Jeffrey P. Kelly '85  
Latin  
Haverford College 1989, B.A.  
Harvard University 1999, A.L.M.  
Appointed January, 1991

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Science  
Tufts University 1973, B.S.  
University of New Hampshire 1984, Ph.D.  
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University of New Hampshire 1991, B.S.  
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David K. Oxtan  
Photography  
Boston University  
Massachusetts College of Art  
Rockport College 2005, M.F.A.  
Appointed September, 1992

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Middlebury College 1978, B.A.  
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Mathematics  
Williams College 1979, B.A.  
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Cambridge College 1999, B.A., M.Ed.  
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Purdue University 1966, B.S.  
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Director of Admission  
Franklin and Marshall College 1986, B.A.  
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Assistant Athletic Trainer;  
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University of New Hampshire 1995, B.S.  
Rivier College 2001, A.S.N.  
Appointed September, 1995

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English; ESL;  
Director of Summer Programs  
Gordon College 1986, B.A.  
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Maud Smith Hamovit  
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Vassar College 1979, A.B.  
University College, Dublin 1982, M.A.  
Appointed September, 1996

Peter K. Werner  
Department Chair, History  
Yale University 1981, B.A.  
Wesleyan University 2004, M.A.L.S.  
Appointed July, 1996

Peter A. Kravchuk  
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Bowdoin College 1992, A.B.  
Appointed September, 1997

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Franklin and Marshall College 1997, B.A.  
Appointed September, 1997

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Director of Library Services  
Cornell College 1975, B.S.S.  
Salem State College 1996, M.Ed.  
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Spanish  
Simmons College 1984, B.A.  
Appointed September, 1997

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Marian Court College 1979, A.S.  
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University of Massachusetts, Lowell 1985, B.S.  
University of Virginia 1994, M.Ed.  
Appointed September, 1998

Diane Griesbach, R.N.C.S.  
Director of Health Services  
St. Olaf College, B.S.N.  
College of St. Catherine, A.N.P.  
Appointed September, 1998

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Manager of Information Systems  
Mary Washington College 1998, B.A.  
Appointed September, 1998

Roberta S. McLain  
Director of Afternoon Programs/Athletics  
Science  
Union College 1984, B.S.  
University of New Hampshire 1995, M.S.  
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Rodney S. McLain, J.D.  
History  
Union College 1983, B.S.  
Vermont Law School 1987, J.D.  
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Boston College 1984, A.B.  
Middlebury College 1994, M.A.  
Appointed September, 1998

Hal M. Scheintaub, Ph.D.  
Science  
Tufts University 1967, B.S.  
SUNY at Buffalo 1969, M.S.; 1973, Ph.D.  
Appointed September, 1998

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 Director of Student Activities  
 Montclair State University 1988, B.A.  
 Appointed July, 1999

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 Mathematics  
 Plymouth State College 1983, B.S.  
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Geoffrey C. Brace  
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 University of Wisconsin 1989, B.S.  
 Lesley College 1998, M.Ed.  
 Appointed September, 1999

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 Science  
 University of New Hampshire 1969, B.A.; 1970, M.A.T.  
 Appointed September, 1999

Gregory B. Waldman '87  
 Chief Information Officer  
 Northeastern University 1994, B.S.  
 Boston University 1997, CAN & A+ Certifications  
 Appointed June, 2000

Carolyn E. Kimball  
 Associate Director of Admission  
 Plymouth State College 1995, B.A.  
 Appointed September, 2000

Shawn T. Markey '93  
 Associate Dean of Students;  
 Associate Director of College Counseling  
 Bowdoin College 1997, A.B.  
 Appointed September, 2000

Steven D. Ogden  
 English  
 Wake Forest University 1987, B.A.  
 Middlebury College 1997, M.A.  
 Appointed September, 2000

James B. Brayshaw, Ph.D.  
 Mathematics  
 Princeton University 1983, B.A.  
 University of Virginia 1989, M.E.; 1994, Ph.D.  
 Appointed September, 2001

Anna E. Finch  
 English  
 Beloit College 1983, B.A.  
 Harvard University 1989, M.Ed.  
 Middlebury College 1994, M.A.  
 Appointed September, 2001

Thomas M. Robertson  
 English  
 Dartmouth College 1991, B.A.  
 Appointed September, 2001

Tracy Stickney  
 Science  
 Wake Forest University 1991, B.S.  
 University of New Hampshire 2006, M.A.  
 Appointed September, 2001

Michael C. Delay  
 History  
 Boston College 1992, B.A.  
 Appointed September, 2002

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